

Team Code \_\_\_\_\_ District Identification Code: \_\_\_\_\_ School Identification Code: \_\_\_\_\_

## Small Schools Accountability Process

| A. READING GOAL(S)  |  |          |           | No         | Yes      |
|---|--|----------|-----------|------------|----------|
| <b>Goals</b>  |  |          |           | <b>0</b>   | <b>1</b> |
| <b>1</b>  | The reading goal(s) from the 5YCEP is stated in measurable terms and meets a defined need.   | <b>1</b> |           |            |          |
| <b>X—Report does not include information.</b><br><b>Y—Report includes information; however, the information is not fully developed.</b><br><b>Z—Report includes information and it is clearly detailed.</b> |  |          |           |            |          |
| <b>Data Analysis-Reading</b>  |  |          |           | <b>X</b>   | <b>Y</b> |
| <b>2</b>  | The data from 2004-05 or 2005-06 have been utilized in order to determine the progress toward meeting the reading goal(s) specified. | <b>2</b> |           |            |          |
| <b>Course of Action-Reading</b>   |  |          |           |            |          |
| <b>3</b>  | The descriptive narrative verifies the use of data and analysis to determine the course of action in reading.                        | <b>3</b> |           |            |          |
| <b>Changes or No Changes-Reading</b>  |  |          |           |            |          |
| <b>4</b>  | Changes or no changes are needed. (Circle Yes or No)   | <b>4</b> | <b>No</b> | <b>Yes</b> |          |
|   |  |          |           |            |          |
| B. MATH GOAL(S)   |  |          |           | No         | Yes      |
| <b>Goals</b>  |  |          |           | <b>0</b>   | <b>1</b> |
| <b>5</b>  | The math goal from the 5YCEP is stated in measurable terms and meets a defined need.   | <b>5</b> |           |            |          |
| <b>X—Report does not include information.</b><br><b>Y—Report includes information; however, the information is not fully developed.</b><br><b>Z—Report includes information and it is clearly detailed.</b> |  |          |           |            |          |
| <b>Data Analysis-Math</b>   |  |          |           |            |          |
| <b>6</b>  | The data from 2004-05 or 2005-06 have been utilized in order to determine the progress toward meeting the math goal(s) specified.    | <b>6</b> |           |            |          |
| <b>Course of Action-Math</b>  |  |          |           |            |          |
| <b>7</b>  | The descriptive narrative verifies the use of data and analysis to determine the course of action in math.                           | <b>7</b> |           |            |          |
| <b>Changes or No Changes-Math</b>   |  |          |           |            |          |
| <b>8</b>  | Changes or no changes are needed. (Circle Yes or No)   | <b>8</b> | <b>No</b> | <b>Yes</b> |          |

## Small Schools Accountability Process (Continued)

| C. PROFESSIONAL DEVELOPMENT   |  |           | No        | Yes        |
|---|--|-----------|-----------|------------|
| <b>Goals</b>  |  |           | <b>0</b>  | <b>1</b>   |
| <b>9</b>  | The professional development goal(s) is stated.  | <b>9</b>  |           |            |
| <b>X—Report does not include information.</b><br><b>Y—Report includes information; however, the information is not fully developed.</b><br><b>Z—Report includes information and it is clearly detailed.</b> |  |           |           |            |
| <b>Data Analysis-Professional Development</b>   |  |           | <b>X</b>  | <b>Y</b>   |
| <b>10</b>   | The data from 2004-05 or 2005-06 have been utilized in order to determine the progress toward meeting the professional development goal(s) specified.  | <b>10</b> |           |            |
| <b>Course of Action-Professional Development</b>  |  |           |           |            |
| <b>11</b>   | The written documentation verifies the use of data and analysis as the rationale for the course of action needed to achieve the professional development goals for next school year.   | <b>11</b> |           |            |
| <b>12</b>   | The analysis shows how the teacher(s) was assisted in improving instructional practice and content knowledge to enhance student academic achievement.  | <b>12</b> |           |            |
| <b>Changes or No Changes-Professional Development</b>   |  |           |           |            |
| <b>13</b>   | Changes or no changes are needed. (Circle Yes or No)   | <b>13</b> | <b>No</b> | <b>Yes</b> |
|   |  |           |           |            |
| <b>D. CURRICULUM DEVELOPMENT</b>  |  |           | <b>X</b>  | <b>Y</b>   |
| <b>14</b>   | The district's timeline for current curriculum development for continuous improvement is presented.<br>(Reviewed to provide feedback only-not counted in AYP total)  | <b>14</b> |           |            |
| <b>Data Analysis Curriculum Development</b>   |  |           |           |            |
| <b>15</b>   | Written documentation verifies that the data from 2004-2005 or 2005-2006 have been utilized in order to determine the progress toward meeting the timeline specified.<br>(Reviewed to provide feedback only-not counted in AYP total)                            | <b>15</b> |           |            |
| <b>E. ADDITIONAL INFORMATION (Data Was Not Required)</b>  |  |           |           |            |
| <b>Data Analysis Additional Information</b>   |  |           | <b>X</b>  | <b>Y</b>   |
| <b>16</b>   | Analysis necessitated the inclusion of additional information that demonstrates an integrated approach to continuous school improvement and clarifies the course of action for next school year.<br>(Reviewed to provide feedback only-not counted in AYP total) | <b>16</b> |           |            |
| <b>17</b>   | The analysis states that changes or no changes are needed.<br>(Reviewed to provide feedback only-not counted in AYP total)   | <b>17</b> | <b>No</b> | <b>Yes</b> |

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## Small Schools Accountability Process (Continued)

Comments are not counted in the Adequate Yearly Progress (AYP) determinations. Comments are provided to guide and inform the continuous school improvement process at the school and district level.

### Overall Comments on the Effectiveness Report on the 5YCEP

| Comments                            |    | Descriptor  | √  |         |
|-------------------------------------|----|---|----|---------|
| No analysis of goals and/or data    |    |   |    |         |
| Comment 1                           | 18 | The Effectiveness Report provides <b>no evidence of analyzing goals</b> to improve instructional effectiveness and plan the future course of action to improve student achievement.   | 18 | C1_____ |
| Comment 2                           | 19 | The Effectiveness Report provides <b>no evidence of analyzing data</b> to improve instructional effectiveness and plan the future course of action to improve student achievement.    | 19 | C2_____ |
| Some analysis of goals and/or data  |    |   |    |         |
| Comment 3                           | 20 | The Effectiveness Report provides <b>some evidence of analyzing goals</b> to improve instructional effectiveness and plan the future course of action to improve student achievement. | 20 | C3_____ |
| Comment 4                           | 21 | The Effectiveness Report provides <b>some evidence of analyzing data</b> to improve instructional effectiveness and plan the future course of action to improve student achievement.  | 21 | C4_____ |
| Clear analysis of goals and/or data |    |   |    |         |
| Comment 5                           | 22 | The Effectiveness Report <b>clearly shows evidence of analyzing goals</b> to improve instructional effectiveness and plan the future course of action to improve student achievement. | 22 | C5_____ |
| Comment 6                           | 23 | The Effectiveness Report <b>clearly shows evidence of analyzing data</b> to improve instructional effectiveness and plan the future course of action to improve student achievement.  | 23 | C6_____ |

**Districts and schools will receive feedback from the Effectiveness Report Reviews as soon as possible.**